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SIOPP Lesson Plan Grade 3/ Mixed English-language Proficiency

**Theme**: Exploring Cultures **Lesson Topic**: Comparing Cinderella Folk tales

**Major Goals and key Concepts**: Students will review what folk tales are to understand how folk tales can have different variations depending on who tells it and where is told. Students will be introduced to a Mexican folk tale of Cinderella along with an American version of the same tale to find their similarities and differences among each culture.

**Standards**: Listening: The student listens attentively and engages actively in various oral language experiences. The student is expected to:

A) determine the purposes for listening such as to get information, to solve problems, and to enjoy and appreciate

Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures

Writing: The student writes for a variety of audiences and purposes and in various forms. The student is expected to:

B) write to discover, develop, and refine ideas

Writing: The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts

Objectives:

Content: After reading and discussing the book Adelita by Tomie dePaola, the students will complete a ven diagram with at least 2 similarities between the Adelita story and the American version of Cinderella as well as 3 differences for each story.

Language: When completing the Venn diagram between the similarities and differences between the Mexican version of the Cinderella story and the American version students will use

**Learning Strategies**: purposeful listening, discussion, and organizing

Cognitive Strategy: Students will notice details and take notes about the differences than the book Adelita has on the American version of Cinderella to complete their Venn diagram.

**Key Vocabulary**: shawl, kitchen maid, merchant, and widow

**Material**: De Paola, Tomie (2002) *Adelita* *A Mexican Cinderella Story*, New York: G.P Putnam’s Sons Ven diagram format

**Motivation**: Ask students if everyone in this class room is the same? What makes us all different? Select a student from the class and draw a Venn diagram on the board. Ask the student selected brief questions about his/her interest or background as well as mentioning your own (teacher). As the teacher ask the student questions find similarities and differences among the student and the teacher and with the help of the class organize your data in a Venn diagram. For Example:

|  |  |  |
| --- | --- | --- |
| Student | Similarities | Teacher |
| He has a cat.  He is from Colombia | They both live in Lewisville  They both have a younger brother | She has a dog.  She is from Dallas, Texas |

If time permits have students get into pairs and find similarities and differences among his/her classmates and complete a Venn diagram with their results.

**Presentation:**

1. Tell students that in today’s lesson, they will be completing a Venn diagram about the characteristics and similarities of a folk tale that is really well known like the fairy tale, Cinderella. Show students a copy of a Venn diagram, noting that the categories are Adelita and Cinderella. Discuss among your class about the Cinderella story as students are giving some points about the story the teacher will write them on the board. Once the original version of the Cinderella story has been explain that different cultures have different ways of telling their story of Cinderella. Discuss and introduce the targeted objectives, stressing that they will need to listen carefully during the reading to recall different and similar characteristics to the *Adelita* Cinderella Story from the original Cinderella story. Before reading introduce and explain each vocabulary word because these might be words that the students haven’t heard of before. For lower proficiency students may need a handout with the list of vocabulary words with their definitions and the words used in a sentence to use for their own reference.

2. Have the teacher hand out a copy of the Cinderella Venn diagram along with a sheet of paper for students to take notes as the teacher reads. Tell the students that the teacher will read a Cinderella story coming from the Mexican culture. Students will have to listen carefully for details about the story that are similar and different with the original version of the Cinderella story that we all know. Tell the students that you will stop and talk about the setting and illustrations throughout the book, so the students will have time to take quick notes of the details for later use. (It would be a good idea to make two columns with similarities and differences with the *Adelita* story to separate details and be able to refer to their notes when completing their Venn diagram.) Students will not complete the Venn diagram until after the reading and the class discussion. For students with limited proficiency allow them to draw or write one words that will serve as a reminder of the story.

3. Begin reading the book in deliberate pace, stopping to ask questions, and when key vocabulary words are used. When the key vocabulary words are used in the book stop and write them on the overhead and have them explain what they mean as well as use them in a sentence. Low proficiency students will have a handout with the definitions and sentences, but will have an opportunity to hear other ways to use the key vocabulary words in sentences. Have the students underline the key vocabulary word with a small post it and write them in their story word wall. Having posted on the wall will allow students to learn them and use them in their writing.

4. Continue reading the book, stopping at any questions the students might have as well as vocabulary words they might now know. As questionable vocabulary words come up add them to your word wall after a brief explanation. Interrupting the reading to ask questions will focus the student’s attention of unique or similar details with other Cinderella text. Some questions will include:

1. How was Adelita’s clothes party gown different from the other Cinderella story? What does tell us about the Mexican culture?

2. How was the setting of the party where Adelita met her prince? What does tell us about their culture?

3. After listening to this story and looking at the illustrations what does this book tell you about the people in Mexico?

**Practice**:

1. Answering the questions will allow students to add their list of notes and have an opportunity to ask questions they might have about the story Adelita. Whatever questions aren’t answered from reading the book we will write them down on a sheet a paper to be incorporated and answered in another lesson.

2. Students will work individually to complete their Venn diagram. Model to the students how they will use their notes from the reading and the notes from the original Cinderella story that they had wrote down on the board in the beginning of the lesson to fill out their Venn diagram. The statements should be written in complete sentences. Students with low proficiency will be able to use one word descriptions along they are specific. For example:

|  |  |  |
| --- | --- | --- |
| Cinderella | Similarities | Adelia |
| Glass slipper | Married prince | shawl |

3. Students will need to use the some vocabulary words in their Venn diagram and underline them once they use them. Go over the vocabulary words again and have the students repeat after you. Encourage students to add more words into the vocabulary word wall to include in their Venn diagram. Encourage students to use the word wall for reference as they write in their Venn diagram.

4. Students should begin to work on their Venn diagram. Walk around to check their work and to assist low proficiency students. Ask questions to motivate children to think about other difference and similarities they haven’t thought about or wrote down.

**Review/Assessment:**

After completing the Venn diagram gather all the students together and ask them to share some of their similarities and differences they came up with. The students listening will determine if their comparison or contrast is valid. (Have students raise their hands if they used that comparison or contrast in their diagram.) Praise students for their use of vocabulary words and their use of English.

The completion of the Venn diagram will consist on the organization of similarities and differences found between the two books as well as the differences go along with each other. I will not be grading on sentence structure due to students will lower English proficiency will have a difficulty writing sentences. These students will be allowed to write one word descriptions for each column in their Venn diagram while still receiving full credit for identifying similarities and differences that correlate with another. This diagram is to help students compare and contrast ideas and texts not if they can write complete sentences.

Students can be evaluated for their work using the following criteria:

Number of and differences about both texts (3 differences for each text) Number of similarities between both texts (2 similarities) The combination of these two components can comprise cultural social studies grade total of 50 points (50x2= 100%)

Use of key vocabulary words (at least 3 words) (1-15) Quality of spelling (1-5)

**Extension**: After completing their Venn diagram they can illustrate one of their differences between both stories with their Venn diagram glued on the back. They can also complete a Venn diagram for other stories we have read in class or use in future lesson when I introduce other Cinderella stories from other cultures.